

Inspection of Exminster Community Primary

Main Road, Exminster, Exeter, Devon EX6 8AJ

Inspection dates: 21 and 22 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's welcoming ethos is well established. Leaders nurture positive character traits among pupils. They identify one for every colour of the rainbow, and examples are motivation, engagement and thinking. Pupils live up to these. They are keen to get involved in class and in other aspects of school life.

Pupils are proud to take on leadership roles. They are actively engaged in improving aspects of school life, such as the environment and the library. Many pupils are members of the school choir, joining up with pupils from other schools for performances in big arenas. Leaders and governors value civic behaviour. In Year 6, pupils work towards an award for this.

Children in Reception Year benefit straightaway from caring friendships encouraged by the school. Older pupils act as 'rainbow buddies', supporting the younger children as they settle into school life. Pupils have a good understanding of what bullying is and how to prevent it. They enjoy playing together and keeping active on the playground during break and lunchtimes.

Reading is central to the curriculum at Exminster Community Primary. Pupils are encouraged to keep trying when they find reading difficult. Many become regular readers who enjoy challenging themselves with ambitious literature.

What does the school do well and what does it need to do better?

The curriculum in each subject is well organised. Beginning in the early years, leaders set out a clear route through the content. Leaders are always adding to and improving the curriculum. Over time, pupils gain detailed knowledge. As a result, pupils in key stage 2 are able to hold sophisticated discussions, for example about social history.

Leaders are resolute in their aim that all pupils will learn to love reading. Teachers think carefully about the books and stories they want the youngest pupils to know well. Staff support parents to read at home successfully with their children. All of this helps to create well-motivated readers.

Although there is a positive culture of reading in the school, some pupils in key stage 1 have fallen behind. Leaders have introduced a new curriculum to strengthen the teaching of early reading. This includes additional support for pupils who need to catch up. Leaders and governors recognise the need to monitor pupils' progress in reading carefully, making sure that pupils keep up and catch up where necessary.

Across the curriculum, teachers use assessment effectively. They identify what pupils know and then help them to build on that. They notice the gaps in pupils' knowledge and address these. For example, in the early years, staff make sure that the children engage with the activities most likely to advance their learning.

Staff adapt the curriculum so that pupils with special educational needs and/or disabilities learn the same essential knowledge as everyone else. These pupils benefit from supportive relationships with key staff who understand their needs. Leaders identify pupils who have additional needs, for example with their speech, language and communication skills. Leaders provide useful support for these pupils and help parents to access specialist services.

In class, pupils listen well and are excited to contribute. Teachers manage any low-level disruption effectively. Some pupils find it more difficult to manage their behaviour. When this happens, staff work together to consider pupils' needs and support them to improve. This helps to maintain a calm atmosphere around school.

Leaders give a lot of thought to pupils' personal development. Pupils undertake residential trips to the local countryside where they complete adventurous activities. This builds their confidence and resilience. Through the curriculum for personal, social and health education (PSHE), pupils learn to respect one another and maintain healthy relationships. Leaders organise regular celebrations of pupils' learning in PSHE. On these 'rainbow days', pupils revisit important messages and this helps them to remember more.

Over time, governors have provided a clear and inclusive vision for the school. Staff, parents and pupils all share in this vision and work together. Teachers, including those at the start of their career, appreciate the considerate approach of leaders. Recently, the governing body has been strengthened further by the addition of highly skilled new governors. As a result, the school is well placed to bring about further improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff pay close attention pupils' well-being and do not hesitate to pass on any concerns. Leaders provide robust systems and policies. They make effective use of early help. As a result, pupils in difficult circumstances live more settled lives and make the most of school.

Pupils know how to keep themselves safe online and offline. Leaders keep the curriculum up to date so that it covers the right risks at the right time for each cohort. Pupils are able to identify trusted adults who they would feel comfortable discussing their worries with.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils in key stage 1 have fallen behind with their reading. Leaders have implemented a new curriculum for early reading which is designed to ensure that all pupils are now supported to keep up. Leaders should ensure that the new curriculum has the impact that they intend and that pupils in key stage 1 catch up quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113201
Local authority	Devon
Inspection number	10228002
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Talitha Kerrigan
Headteacher	Sarah Whalley
Website	www.exminster-primary.devon.sch.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, several new governors have been appointed, including a new chair of the governor body.
- There is provision for childcare before and after school which is run by the governing body.
- The school uses one unregistered alternative provider.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and the special educational needs coordinator. The lead inspector met with a group of

governors, including the chair of governors, and held a telephone discussion with a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To understand the culture of safeguarding, inspectors held discussions with groups of pupils and staff. The lead inspector met with the headteacher in her role as the designated safeguarding leader, alongside other leaders who contribute to safeguarding policy and practice.
- The lead inspector scrutinised the single central record of adults working within the school.
- Inspectors considered the responses to the online questionnaire for parents, Ofsted Parent View. Inspectors also took into account the responses to the staff and pupil surveys.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

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Ofsted Inspector

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